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ABSTRACT

The Library Rural Literacy Outreach Program targeted to ten rural communities in the Fresno County, California, Free Library district is reported. The sites were chosen based on inquiries from volunteers in those communities and support for the program by the branch library staff. Goals of the program were to provide literacy services to adult learners needing basic skills or English as a Second Language skills and to solicit community commitment to participate in the program. Among the outcomes of the program are the following: (1) existing literacy tutorials were supported through inservice programs; (2) literacy materials were purchased to expand and enrich existing collections; (3) 40 volunteers were recruited from the ten targeted areas; (4) tutor-training workshops were provided; (5) adult learners needing literacy services were recruited; (6) trained tutors were matched with adult learners in the rural communities; and (7) the progress of tutorials was monitored through written reports from tutors. Program difficulties were the result of low attendance in spite of high interest, limited shelf space for new library acquisitions, and the reluctance of some tutors to be matched immediately with an adult learner. Attachments to this report include a press release on the program, a newspaper recruitment article, tutor reports, and a sample list of learner goals. (LB).

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FINAL REPORT-LSCA TITLE VI

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ED340262

PART I: GENERAL INFORMATION

Grantee: Fresno County Free Library
2420 Mariposa St.
Fresno, CA. 93721

Report prepared by: Joyce Walling, Senior Library Assistant,
(209) 488-3871.

Acting Literacy
Program Coordinator: Marie Stanley

Grant Number: R167AB0228

Budget Period: 10/01/88 - 09/30/89.

Grant Amount: \$19,700.00

Actual Amount Expended: \$19,700.00

Grant Expenditures:

Salaries and Benefits	\$15,624.00
Books/Materials	3,525.00
Office Supplies	218.00
Travel Expenses	208.00
Contracts-Professional Services	125.00
Total	<u>\$19,700.00</u>

FL800450

PART II-NARRATIVE REPORT

The goals and objectives for the Library Rural Literacy Outreach Program are summarized below.

Goals for the Rural Literacy Outreach Program:

- 1) Provide literacy services to adult learners in rural communities.
- 2) Solicit community commitment to participate in the Library Literacy Program.

Objectives for the Rural Literacy Outreach Program:

- 1) Provide support for the existing literacy tutorials (tutor-adult learner pairs) previously established through the cooperation of ten rural Library Branches.
- 2) Purchase literacy materials to expand and enrich the existing literacy collections in each of these ten rural branch libraries.
- 3) Recruit 45-50 volunteers from the ten targeted rural areas.
- 4) Provide tutor-training workshops for interested volunteers in each of these rural communities.
- 5) Recruit 45-50 adult learners in need of literacy services from the ten targeted rural areas.
- 6) Match trained tutors with adult learners in each of these rural communities.
- 7) Supervise progress of tutorials through written reports solicited from the tutors.

The Rural Literacy Outreach program got a slow start at the beginning of the grant year due to the resignation of the Senior Library Assistant (SLA) who supervised the program. A new SLA was assigned in the middle of November to take over the rural program. A brief introductory orientation to the Library Literacy Program was interrupted when the Library's Adult Literacy

Coordinator was on medical leave of absence until the middle of February.

Weather posed an additional problem in reaching the rural areas targeted for literacy services. Foggy conditions in the San Joaquin Valley are prevalent during the winter months and prevent safe travel to rural areas. Scheduled meetings and workshops with community volunteers were often cancelled due to bad weather.

There are ten Fresno County rural communities which were targeted to receive literacy services as part of the regular Branch Library services offered. These sites were chosen based on inquiries from interested volunteers in those communities and support for the program by Branch Library staff. The community members' assessment for the need of adult literacy services in their area was perceived as the most accurate way to target appropriate locations for these services.

The ten rural communities targeted to receive literacy services are Auberry (population under 2,000), Fowler (pop. 3,020), Kingsburg (pop. 6,025), Mendota (pop. 6,050), Orange Cove (pop. 4,580), Parlier (pop. 6,600), Riverdale (pop. under 2,000), San Joaquin (pop. 2,050), Sanger (pop. 14,700), and Selma (pop. 13,500). The area around Auberry is the home of many Native Americans while the other communities have predominately Hispanic populations. These communities are located from five (5) to twenty-five (25) miles from the city of Fresno.

Objective #1 PROVIDE SUPPORT FOR EXISTING LITERACY TUTORIALS.

At the beginning of the grant year, October 1, 1988, there were 46 known tutor-adult learner pairs in existence in the ten targeted rural communities. The tutors had received their training through the Fresno County Library Literacy Program. The adult learners were approximately 36% Basic Literacy (English-speaking) students and 64% ESL (English-as-a-second-language) students.

Auberry 4	Fowler 2 (1 ESL)	Kingsburg 3 (1 ESL)	Mendota 12 (All ESL)
Orange Cove 6 (All ESL)	Parlier 2 (1 ESL)	Riverdale 1	San Joaquin 2 (1 ESL)
	Sanger 2 (1 ESL)	Selma 14 (8 ESL)	

Support for these tutorials included in-service programs offered to enhance the teaching skills of the tutors. Literacy materials were made available for check out from the Library Branches in each of these rural areas. Any literacy related events were advertised via personal letters to the tutors as well as posters and bulletin board notices posted in each Library Branch.

Following is a schedule of the eight (8) In-service programs offered and the breakdown by location of the twenty-two (22) participants.

DATE	LOCATION	NUMBER OF PARTICIPANTS
October, 1988	None	None
November, 1988	None	None
December, 1988	None	None
January, 1989	None	None
February, 1989	None	None
March, 1989	Selma Branch Library	3
April, 1989	San Joaquin Branch Library	1
	Selma Branch Library	3
May, 1989	None	None
June, 1989	None	None
July, 1989	Sanger Branch Library	2
	Selma Branch Library	1
August, 1989	Auberry Branch Library	3
September, 1989	Kingsburg Branch Library	5
	Riverdale Branch Library	4

Objective #2 PURCHASE LITERACY MATERIALS.

Literacy materials were purchased and assigned to the targeted rural Branch Libraries for circulation. Each of the ten Branches received the following 61 titles:

Publisher: Fearon Education/David S. Lake Pub.

"Career Adventure Series"

Airwave Affair.
Bound for Business.
Computer Challenge.
Emergency Missions.
Fast-Lane Pursuit.
High-Rise Heroics.
Law Enforcer.
Recipe for Success.
Risky Rhythms.
Sold on Sales.

"Facemaker Books Series"

Attitudes for Work.
Budgeting.
Checking Account.
Finding a Job.
Forms.

"Ablestplus Series"

Community.
Government.
Health.
Jobs.
Money.

"Facemaker Communication Skills Series"

Give Me A Call.
Let's Have a Talk.
Write Me a Note.

"Facemaker Practical English Series"

Capitalization and Punctuation Make Sense.
Grammar Makes Sense.
Spelling Makes Sense.
Writing Makes Sense.

Fiction by Tana Reiff:

Chicken by Che.
Climbing the Wall.
A Different Home.
The Door is Open.
The Family from Vietnam.
Hungry No More.
Juan and Lucy.
The Missing Piece.
Mollie's Year.

O Little Town.
Old Ways, New Ways.
A Place for Everyone.
Play Money.
The Shoplifting Game.
So Long Snowman.
Take Away Three.
A Time to Choose.

Publisher: Janus Book Publishers

"Survival Vocabulary Series"

Banking Language.
Credit Language.
Clothing Language.
Driver's License Language.
Drugstore Language.
Entertainment Language.
Job Application Language.
Medical Language.
Restaurant Language.
Supermarket Language.

Publisher: Media Materials, Inc.

"Getting a Job Series"

Applying for a Job.
The Help Wanted Ads.
The Job Application Form.
The Job Interview.
Preparing for a Job.

Publisher: New Readers Press

"Laubach Way to Reading Series"

More Stories, 2.
More Stories, 3.
More Stories, 4.

Publisher: Prentice Hall Press

"ARCO Adult Reading Improvement Series"

Reading Power. Book 1.
Reading Power. Book 2.

One tutor has used the "Spelling Makes Sense" book during his tutoring sessions for nearly a year. He says his student loves it. Other tutors especially like the Tana Reiff fiction books as they are "short, entertaining, and don't intimidate the student." Requests for the books on learning

simple math skills and how to fill out forms are frequently requested by patrons according to the Branch Library staffs.

Objective #3 RECRUIT VOLUNTEER TUTORS

Recruitment of volunteers from the targeted ten rural areas included the use of posters, local newspaper advertising, follow-up on inquiries obtained from a national television advertising campaign (PLUS), and word of mouth. Most respondents had been interested in volunteering for some time and were just waiting for a workshop to be held in their own community. The Library hoped to maintain a pool of five (5) to ten (10) tutors in each of the targeted communities so that matches with adults seeking literacy services could be made immediately. The reality is that communities such as Auberry and Riverdale have a large group of trained tutors, but no adult learners in those areas have contacted the Library for service. Other areas such as Mendota, Orange Cove, and Selma have tutors who recruit their own students from other service programs already established in their areas so that when the Library receives inquiries from interested learners about working with a tutor, the tutors in their community aren't available. Although forty (40) new volunteers were trained as tutors this year by the Library Rural Literacy Outreach Program, only fifteen (15) new tutor-student matches were made through the Library.

Objective #4 PROVIDE TUTOR-TRAINING

The Senior Library Assistant (SLA) assigned to the Rural Literacy Outreach Program held tutor-training workshops in each of the ten targeted rural communities. Branch Library staff

was concerned that the volunteers in their communities would not attend the workshops if there were a fee involved, therefore workshop materials were free to the participants. The Library provided the volunteers with two tutor handbooks, Teach Someone to Read and Tutoring Small Groups: Basic Reading, a dictionary, The New Oxford Picture Dictionary, an assessment tool, Teach Someone to Read Diagnostic Test Booklet, and two tutor guides for teaching English-As-a-Second Language (ESL), A Handbook for ESL Literacy and I Speak English.

Workshop participants learned the teaching concepts as outlined in the tutor handbooks through the use of role-playing, audio-visual presentations and handouts. A tour of the Branch Library where the workshops were held gave the volunteers an opportunity to learn about supplemental literacy materials available for checkout as well as other resources their Branch Library has to offer.

Additionally, the volunteers were encouraged to attend workshops and in-service programs offered through the cooperation of the local newspaper (Fresno Bee) and the Fresno Adult Literacy Council (FALC) focusing on the use of the newspaper as a "textbook" for adults learning to read. Library staff participated in these workshops displaying Library literacy materials to be used in addition to the Fresno Bee's "Bee a Reader" handbook to assure a variety of tutoring approaches.

The following is a schedule of the twenty-seven (27) workshops offered and a breakdown of the 40 participants by location.

DATE	LOCATION	NUMBER OF PARTICIPANTS
October, 1988	Fowler Branch Library	1
November, 1988	None	None
December, 1988	San Joaquin Branch Library	2
January, 1989	None	None
February, 1989	Fowler Branch Library	No show
	Kingsburg Branch Library	No show
	Mendota Branch Library	4
	Parlier Branch Library	1
	Riverdale Branch Library	No show
	Sanger Branch Library	2
	Selma Branch Library	3
March, 1989	Kingsburg Branch Library	1
April, 1989	None	None
May, 1989	Orange Cove Branch Library	No show
	Parlier Branch Library	No show
	Reedley Branch Library (Selma area)	1
June, 1989	Sanger Branch Library	No show
July, 1989	Auberry Branch Library	2
	Fowler Branch Library	No show
	Kerman Branch Library (Mendota area)	No show
	Kingsburg Branch Library	3
	Mendota Branch Library	1
	Orange Cove Branch Library	1
	Reedley Branch Library (Selma area)	1
	Riverdale Branch Library	No show
	San Joaquin Branch Library	No show
August, 1989	Auberry Branch Library	1
	Fowler Branch Library	2
	Kingsburg Branch Library	4

Riverdale Branch Library

10

September, 1989

None

None

Objective #5 RECRUIT ADULT LEARNERS

Recruitment of adults needing literacy services in the targeted rural areas included the use of posters, local newspaper advertising, follow-up on inquiries obtained from a national television campaign (PLUS), and word of mouth. Most inquiries for service came from families or service organizations interested in ESL classes, specifically to fulfill amnesty requirements. These people were referred to other programs. Of the thirty-five (35) inquiries about the literacy program in the rural areas, twelve (12) were referred to other service providers, eight (8) could not be reached later for matching with a trained tutor and fifteen (15) were successfully matched.

The following chart shows this breakdown by community.

E=ESL

Location	Inquiries	Referrals	Lost Contact	Matched
Auberry	-0-	-0-	-0-	-0-
Fowler	2	-0-	2	-0-
Kingsburg	1	-0-	-0-	1
Mendota (& Kerman)	12 (E)	7	3	2
Orange Cove	1 (E)	-0-	-0-	1
Parlier	5 (E)	3	2	-0-
Riverdale	-0-	-0-	-0-	-0-
San Joaquin	4 (3-E)	-0-	-0-	4
Sanger	3	-0-	1	2
Selma (& Reedley)	7 (2-E)	2 (E)	-0-	5

Objective #6 MATCH TRAINED TUTORS WITH ADULT LEARNERS

As the final portion of a tutor-training workshop, the volunteers were given profiles of those adult learners living in their rural community who had requested literacy services. Matches were made immediately whenever possible. If a tutor was not matched at this time, they were called upon at a later date when adult learners in their community contacted the Library for service. A total of fifteen (15) matches were made through the Library Rural Literacy Outreach Program during the grant year.

Objective #7 SUPERVISE PROGRESS OF TUTORIALS

Forms were mailed to each tutor requesting information regarding their tutoring sessions. Information solicited included number of hours spent tutoring, types of materials used, reading and writing habits and levels of their student, as well as student's goals and achievements. Three (3) tutor-student pairs dissolved when the adult learners progressed to the point of being confident enough to enroll in adult school classes. One tutor reported that her student has learned to complete simple forms and wrote her a personal note of thanks.

At the end of the grant period, September 30, 1989, most forms returned by the rural tutors indicated that tutoring sessions were no longer taking place. Only 15% - 25% of the forms were ever returned throughout the year.

PRINCIPAL CHALLENGES ENCOUNTERED IN MEETING OBJECTIVES:

- 1) In-service programs were arranged in the rural locations where active tutors expressed a desire to learn additional teaching techniques in order to improve their effectiveness. Although interest appeared high, attendance was consistently low.
- 2) Purchased materials were assigned to each of the ten targeted rural Library Branches to enhance their literacy collection. However, limited shelf space often caused the Branch Library staff to relegate these materials to a back room or inaccessible area of the building thus allowing the more popular Library materials to occupy a prominent place.
- 3) Each week, the Library received one (1) to three (3) inquiries from people wanting to serve as a volunteer tutor, but when tutor-training workshops were offered, attendance was invariably low.
- 4) Volunteers seemed to enjoy the tutor-training workshops but often expressed reluctance to be matched immediately with an adult learner. Most often, people wanted to call the Library Literacy Program at a later date when they weren't so busy with other obligations.

- 5) Most inquires requesting literacy services from the Library were from relatives of the potential students. Some of the reasons they wanted this free tutoring service included:
- a) Learning disabilities are too severe to be accepted into other adult programs.
 - b) Lack of transportation to get to the other service providers.
 - c) Lack of money or childcare prevents enrollment in the more formal programs.
 - d) Desire to have someone come to their home.
 - e) Speak little or no English.
- 6) Many trained tutors explained that they could not begin or continue the tutoring sessions with the adult learner they were matched to for the following reasons.
- a) After taking the tutor-training and reading the tutor handbooks, they decided they didn't have the time or inclination to tutor.
 - b) The adult learner they were matched with couldn't be reached or wouldn't show up for the scheduled sessions.
 - c) The language barrier was too great.
 - d) The student decided they didn't want a tutor from their own community.
 - e) The student's spouse would not allow him or her to be tutored by someone of the opposite sex.

7) Forms provided through the California Literacy Campaign were mailed to the tutors to help evaluate progress of the adult learners and establish the effectiveness of the Library Literacy Program. Although the importance of this evaluation tool was stressed in the tutor-training workshops and once again with a cover letter at the time the forms were mailed out, only 15%-25% were ever returned. This prevents the Library from knowing exactly how many tutorials may be active at any given time.

As of September 30, 1989, although 70 volunteers are currently registered as trained tutors in these ten rural communities, only 42 tutorials are known to be currently taking place.

Auberry 4	Fowler 0	Kingsburg 3	Mendota 9 (All ESL)
Orange Cove 7 (All ESL)	Parlier 0	Riverdale 0	San Joaquin 6 (5 ESL)
Sanger 1	Selma 6 (2 ESL)	Firebaugh/Kerman (Mendota area) 4 (All ESL)	Reedley (Selma area) 2

FUTURE CHALLENGES OF THE LIBRARY RURAL LITERACY OUTREACH PROGRAM:

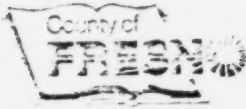
The Fresno County Free Library will continue some selected elements of the Library Literacy Program but is not currently able to continue with a full services program due to lack of funding.

It will not be feasible to attempt volunteer and student recruitment or provide tutor-training.

The following are the elements tentatively identified as the literacy services that the Library will be able to offer.

- 1) Selection and purchase of literacy materials, both for English-as-a-second-language and for speakers of English.
- 2) On-going training of the Library's public service staff to promote the literacy collection and provide appropriate referral to other literacy service providers.
- 3) Provide high-profile marketing of literacy materials as support to those agencies providing a more complete literacy service (e.g. recruiting, training, matching).
- 4) Participate in literacy coalition activities.
- 5) Develop a specialized directory as a handout to patrons giving information about literacy services providers.
- 6) Maintain a tracking system to help evaluate the effectiveness of those tutorials already in place.
- 7) Prepare bibliographies and literacy displays and make presentations of library resources at tutor-training workshops offered by other literacy services providers.

In conclusion, the Fresno County Free Library will offer a maintenance level of literacy services as part of the regular Library services offered to the rural communities.



The Public Library

For further information:

News Release

For release:

Immediately

The Fresno County Library has a Rural Literacy Program that serves as a link between rural area adults who cannot read or who have trouble reading, and volunteers who are willing to help them improve their reading skills.

If you are either:

An adult who would like to improve your
reading, writing or English skills

OR

someone who would like to volunteer
to spend 1 to 4 hours per week tutoring
an adult in your community,

Please call Joyce Walling at 488-3871, or contact your local library.

The Fresno Bee
Adult Literacy
Two For One Subscription

Working in conjunction with the Fresno Adult Literacy Council and the Fresno County Library Adult Literacy Program, The Fresno Bee extends a *Two For One Subscription* offer to reading tutors.

Tutors pay half the current subscription price for a three-month subscription of The Fresno Bee to be delivered to their home PLUS half-price for a concurrent three-month subscription to be delivered to the student's home.

In order to start your *Two For One Subscription*, simply complete the form below and send it with your check or money order to The Fresno Bee for the full three-month period. Both subscriptions will begin within three (3) days after receipt of payment.

Before the three-month period ends, you will receive a bill to continue delivery service at the regular subscription rate unless you call our Customer Service Department at 441-6233 or 800-877-3400 to stop delivery. The student's subscription will end automatically after the three-month period. At that time, active tutors who wish to continue the *Two For One Subscription* must submit a renewal form, together with payment. Forms are available from the Fresno Adult Literacy Council, 2237 E. Clinton, Fresno 93703, 224-4171; or the Fresno County Library, 2420 Mariposa, Fresno 93721, 488-3871.

The Fresno Bee
Adult Literacy
Two For One Subscription
Subscription/Renewal Form

BUSINESS OFFICE USE ONLY
ALT 12
PBM _____
AMOUNT _____
ALL 12
PBM _____
AMOUNT _____
DAILY/SUNDAY

TUTOR Name: _____

Delivery Address: _____ City: _____ Zip: _____

Billing Address: _____ City: _____ Zip: _____
(If different than delivery address)

Phone: _____ Current Subscriber? YES NO (circle one)

STUDENT Name: _____

Delivery Address: _____ City: _____ Zip: _____

Phone: _____ Current Subscriber? YES NO (circle one)

I understand that this is a limited offer and I will pay in advance half the current monthly subscription price for my subscription PLUS half the monthly price for the student's subscription, for a three-month period. I understand that delivery service will continue full-price after this three-month period unless I call The Bee's Customer Service Department at 441-6233 or (800)877-3400 to request a stop. Renewals are available only as long as I remain a tutor.

Tutor signature

☐ Enclosed please find a check or money order for \$28.50 in payment for a three-month, half-price subscription for both myself and my student.

Expiration date: 12/31/89



CALIFORNIA STATE LIBRARY

California Adult Learner
Progress Evaluation Process



MONTHLY TUTOR REPORT

for the month of _____, _____
(year)

(Tutor: Please complete this form and return it to the office.)

Tutor's name: _____

Adult learner's name: _____

Tutoring site: _____

☐ Check here if site is different from last month

Record of Hours:

	Dates	Travel hours	Preparation hours	Tutoring hours	Other hours	Total hours
Week 1						
Week 2						
Week 3						
Week 4						
Week 5						
	TOTAL					

Tutoring activities:

Materials used: _____

Methods used: _____

Text used: _____

Important literacy-related events in the life of the learner: (Tutor: please let the adult learner brag . . .)

CALIFORNIA STATE LIBRARY - *California Adult Learner Progress Evaluation Process*

Important literacy-related events in the life of the tutor: (Tutor: your turn to brag ...)

Comments/problems:

Materials or resources you need from the office:



CALIFORNIA STATE LIBRARY

California Adult Learner
Progress Evaluation Process



REQUIRED INFORMATION SEMI-ANNUAL TUTOR REPORT

for the 6 months ending _____, _____ (year)

(Tutor: Please discuss these progress areas with the adult learner for this six month reporting period or when the learner exits the program, and return this report to the office.)

Tutor's name: _____

Adult learner's name: _____

- (1) How many months has the adult learner been in the program? (check one)
- | 0 - 3 | 4 - 6 | 7 - 12 | 13 - 18 | 19 - 24 | 25 + |
|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
| ☐ | ☐ | ☐ | ☐ | ☐ | ☐ |

(2) Reading habits:

Here is a list of some things that people often read. How often do you read these things outside the tutoring session?

Of those you do read, which are easy for you to read; which are hard?

	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Read	A Little Hard	Very Hard
Street/traffic signs	☐	☐	☐	☐	☐	☐
Menus	☐	☐	☐	☐	☐	☐
Mail/bills/letters	☐	☐	☐	☐	☐	☐
Labels/instructions	☐	☐	☐	☐	☐	☐
Notes from school	☐	☐	☐	☐	☐	☐
Bank machines, etc.	☐	☐	☐	☐	☐	☐
Comics	☐	☐	☐	☐	☐	☐
Reading books to child	☐	☐	☐	☐	☐	☐
T.V. guides	☐	☐	☐	☐	☐	☐
Newspapers	☐	☐	☐	☐	☐	☐
Magazines	☐	☐	☐	☐	☐	☐
Religious materials	☐	☐	☐	☐	☐	☐
Work Materials	☐	☐	☐	☐	☐	☐
Books	☐	☐	☐	☐	☐	☐
Other _____	☐	☐	☐	☐	☐	☐

CALIFORNIA STATE LIBRARY - California Adult Learner Progress Evaluation Process

(3) Writing habits:

Here is a list of some things that people often write. How often do you write these things *outside the tutoring session*?

Of those you do write, which are easy for you to write; which are hard?

	Not at all	Sometimes (once or twice a week)	Regularly (almost every day)	Easy to Write	A Little Hard	Very Hard
Checks	☐	☐	☐	☐	☐	☐
Notes/memos	☐	☐	☐	☐	☐	☐
Orders	☐	☐	☐	☐	☐	☐
Recipes	☐	☐	☐	☐	☐	☐
Forms/applications	☐	☐	☐	☐	☐	☐
Reports	☐	☐	☐	☐	☐	☐
Letters	☐	☐	☐	☐	☐	☐
Stories/poems	☐	☐	☐	☐	☐	☐
Articles	☐	☐	☐	☐	☐	☐
Greeting cards	☐	☐	☐	☐	☐	☐
Crossword puzzles	☐	☐	☐	☐	☐	☐
Other _____	☐	☐	☐	☐	☐	☐

(4) Outside the tutoring session, approximately how much time do you read during a typical week?

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

(5) Outside the tutoring session, approximately how much time do you write during a typical week?

- ☐ Not at all
- ☐ A few minutes
- ☐ About an hour
- ☐ Two to three hours
- ☐ Four or more hours

(6) List reading goals worked on this 6 months in order of importance to the learner:

	Total number of months worked on this goal	Indicate Starting CLC Level (R W S P A)	Indicate Current CLC Level (R W S P A)	Indicate if Goal Completed?	
				Yes	No
Goal: _____	_____	_____	_____	☐	☐
Goal: _____	_____	_____	_____	☐	☐
Goal: _____	_____	_____	_____	☐	☐
Goal: _____	_____	_____	_____	☐	☐

CALIFORNIA STATE LIBRARY - California Adult Learner Progress Evaluation Process

(12) Why did you decide to leave the program?
(Complete only if learner left the program during this reporting period.)

- ☐ Met goals
- ☐ Entered job training
- ☐ Moved
- ☐ Job change
- ☐ Unknown

- ☐ Child care problems
- ☐ Health problems
- ☐ Lack of interest
- ☐ Transportation problems
- ☐ Family crisis

☐ Referred to other program: _____

☐ Unhappy with program (please explain): _____

☐ Other: _____

Do you think being in this program helped you find a job or helped you in your work?

☐ Yes ☐ No Please explain your answer: _____



CALIFORNIA STATE LIBRARY

*California Adult Learner
Progress Evaluation Process*



SAMPLE OF LEARNER GOALS

General:

1. Improving reading
2. Improving writing

Specific:

A. Home

1. Personal; examples:
 - Read greeting cards
 - Write greeting cards
 - Read personal letters
 - Write personal letters
 - Read notes from school
 - Write notes to school
 - Read to child
 - Help child with homework
 - Solve crossword puzzles
 - Keep a journal/diary
2. Food & Shopping; examples:
 - Read menus
 - Read recipes
 - Write shopping lists
 - Write recipes
 - Read instructions/labels
3. Using References; examples:
 - Find numbers in phone book
 - Read information in yellow pages
 - Read newspaper, magazines
 - Use dictionary
4. Financial; examples:
 - Read bills
 - Write checks
 - Balance checkbook with statement
5. Religious; examples:
 - Read religious materials
 - Read newsletter
6. Health; examples:
 - Read medication/prescriptions
 - Read labels in drug store
 - Apply for Medicare/Medicaid/HMO
 - Fill out insurance forms

7. And Others:

B. Work

1. Job seeking; examples:
 - Read classified ads
 - Fill out application
 - Apply for armed services
 - Take test for a job

2. Job improvement; examples:

- Read notes from co-workers
- Write notes to co-workers
- Read work related material
 - (e.g., reports, union materials)
- Write reports
- Read manuals
- Fill out order forms (requisitions)
- Read instructions to operate equipment

3. And Others:

C. Community

1. Civic and legal activity; examples:

- Apply for driver's license
- Take driver's test
- Register to vote
- Read ballot and vote
- Apply for citizenship
- Read lease/rental contracts

2. Uses of the Library; examples:

- Apply for library card
- Read in library
- Check out books
- Check out AV materials
- Use reference materials

3. Financial; examples:

- Open/use checking account
- Apply for safe deposit box
- Apply for unemployment insurance
- Complete credit/loan application

4. Community organizations; examples:

- Participate in PTA
- Participate in Scouting program
- Participate in Neighborhood Watch

5. Transportation; examples:

- Read bus/airline schedules
- Read travel guides and maps
- Read accident reports, car repair invoice

6. And Others:

D. Education

1. Pursue GED
2. Enter Adult Basic Education (ABE) program
3. Take Adult Basic Education (ABE) classes
4. Enter training program
5. Apply for college
6. And Others:

E. And Others: